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ABSTRACT

The report grows out of increasing concern for improving foreign language and international studies in United States schools. To gain an understanding of the state of foreign language instruction in Washington, a committee was organized to develop and process a survey of foreign language teachers in the state. The survey requests information about the languages and levels of language taught with questions concerning (1) enrollment figures; (2) texts; (3) teaching techniques; (4) programs of study; (5) interdepartmental programs; (6) educational, parental, and community support; and (7) services and materials needed for increased effectiveness. The discussion of results is divided into the areas of (1) foreign language teachers and their assignments, (2) schools and their foreign language offerings, (3) general comments and ratings by respondents, and (4) foreign language textbooks used in secondary schools. The discussions are supported with individual tables reflecting the teachers' realizations of their precarious position in a system that protects required courses but leaves electives in strong need of support. Teachers express a variety of program needs, including increased funding, better materials, smaller classes, and more concerned and experienced program heads. (JK)

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FOREIGN LANGUAGE INSTRUCTION IN WASHINGTON

A REPORT ON A SURVEY OF FOREIGN LANGUAGE TEACHERS CONDUCTED BY A COMMITTEE OF THE WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS, FALL 1980

U.S. DEPARTMENT OF EDUCATION
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February 1981

FL 012 474

FOREWORD

This survey report document represents a great deal of work on the part of a small but dedicated group of WAFLT officers and supporters. Not all teachers responded to the survey, but enough did answer the questions so that a more accurate picture is now available of exactly what is happening in foreign language programs around the state.

I hope the information contained in this study will be helpful to others who need to know what trends are taking place, and what solutions may have been attempted on some of our problems. Most of the responses indicate a positive attitude generally, and it is clear that foreign language study is entering a period of improved status in the educational community. I believe WAFLT is responsible for much of this encouraging change.

I gratefully acknowledge the work performed on this project by Les McKim (and daughter), Rosanne Royer, Louise Collins, and members of the WAFLT Board.

Keith Crosbie

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INTRODUCTION

This report on foreign language instruction in the State of Washington is the result of a recent national renewal of interest and activities related to foreign language and international studies. Recognition of a need to improve foreign language and international studies in the schools of the United States led President Jimmy Carter to form the "President's Commission on Foreign Language and International Studies" by an Executive Order on April 21, 1978. In that Executive Order, President Carter listed the following objectives:

(1) Recommend means for directing public attention to the importance of foreign language and international studies for the improvement of communications and understanding with other nations in an increasingly interdependent world.

(2) Assess the need in the United States for foreign language and area specialists, ways in which foreign language and international studies contribute to meeting these needs, and the job market for individuals with these skills.

(3) Recommend what foreign language area studies programs are appropriate at all academic levels and recommend desirable levels and kinds of support for each that should be provided by the public and private sectors.

(4) Review existing legislative authorities and make recommendations for changes needed to carry out most effectively the Commission's recommendations.

The Commission had completed its work by October 15, 1979. Its report was published in November. That report, "Strength Through Wisdom, a Critique of U. S. Capability," was reprinted by the Office of the Superintendent of Public Instruction in the State of Washington and distributed by Keith Crosbie, Supervisor of Foreign Language Instruction, to all foreign language teachers in Washington.

The Washington Association of Foreign Language Teachers (WAFLT) has followed with close interest the development of the report by the President's Commission. One of the Commission members, Dr. Robert Ward of Stanford University, reviewed the report in a keynote presentation to the WAFLT members during the 1979 Fall Conference in Spokane. Rosanne Gostovich Royer, Past WAFLT President, and Professor Howard Lee Nostrand of the University of Washington, participated in a Commission hearing in San Francisco. A group of WAFLT officers and members, led by President Lester McKim, participated in a special meeting held at Willamette University, Salem, Oregon, for a consideration of the forthcoming Commission report.

In addition to the interest of the WAFLT officers in dealing as directly as possible with the work of the Commission and, when it was published, the Commission report, WAFLT officers were also interested in working as closely as possible with the officers of the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL officers were among the most active of any professional organization officers in the United States in providing data and reactions to Commission members. The ACTFL Executive Director and Treasurer, Mr. C. Edward Scebold, formed a national ACTFL ALERT NETWORK for the purpose of keeping foreign language teachers across the nation informed and in order to get reactions or support from foreign language teachers at critical times, especially when favorable legislation is being considered by the United States Congress. Rosanne Gostovich Royer is a member of the ACTFL ALERT NETWORK coordinating the network for the State of Washington.

Encouraged by signs of accelerating interest and activities at the national level, WAFLT officers made a deliberate effort to strengthen ties between the State and the National organizations, WAFLT and ACTFL. ACTFL officers agreed to give some financial support to WAFLT, to assist in planning the 1980 two-State conference (Oregon and Washington) in October as an initial effort to support or conduct a series of regional ACTFL conferences throughout the nation, and to cooperate with WAFLT officers in building membership in both organizations.

Stimulated by the obvious possibilities of national legislation that could be beneficial to foreign language teachers, WAFLT officers determined that an effort should be made to develop a picture of foreign language instruction in the State. Rosanne Gostovich Royer, Board member Helen Hepp, and Louise Collins of the University of Washington formed a committee to develop and process a survey of foreign language teachers in the State. During the summer of 1980, that committee prepared a draft of the survey form and, following review of the draft by WAFLT Board members, prepared it for mailing to all foreign language teachers in the State. During the same period, they extended a telephone tree network developed during past years in Washington. Some 60 foreign language teachers from throughout the State at all academic levels volunteered to serve as members of the foreign language telephone tree. Sixty-five additional foreign language teachers were found to assist those volunteers. The survey form was mailed in August, 1980 and telephone tree members were instructed to call foreign language teachers on their lists, urging them to complete and return the forms to WAFLT survey coordinator, Louise Collins. September 10 was set as a deadline.

The September 10 deadline provided information Louise Collins could use for a preliminary report by the time of the 1980 WAFLT Conference in October. Following the conference, a news bulletin was mailed to all foreign language teachers in the State with a brief summary of the survey results and a request that foreign language teachers who had not replied to the initial survey form do so as soon as possible. That request was largely unheeded. However, personal efforts in the Seattle area led to an additional 40 or 50 survey forms.

The WAFLT survey form is reproduced below.

* * * *

b. Have you (or they) presented these ideas, materials at a workshop for other teachers? ____ yes ____ no.

c. If not, would you be willing to do a presentation at a conference or workshop? ____ yes ____ no

8. Has your foreign language department developed any units or programs with teachers in other subject areas (e.g., music, social studies)? PLEASE DESCRIBE.

If not, would you like suggestions in this area? ____ yes ____ no.

9. Is anyone in your foreign language department involved with an advanced placement program? PLEASE DESCRIBE BRIEFLY.

10. Please check the following lists to give us a picture of the kind of support foreign language is getting in your school and community.

Strong interest presently shown	More Support Needed
____ Administrators	____ Administrators
____ Counselors	____ Counselors
____ Teachers of other subjects	____ Teachers of other subjects
____ Parents	____ Parents
____ School Board	____ School Board
____ Legislators	____ Legislators
____ Service Organizations	____ Service Organizations
____ Business Community	____ Business Community
____ Other	____ Other

Comments.

11. How have WAFLT and ACTFL been valuable to you and your program?

12. Which services and materials do you need in order to make your program more effective?

13. I am willing to volunteer to help with WAFLT's Telephone Tree follow-up on the surveys which are not returned by mail. ___yes ___ no.

Thank you for your response!

* *

The WAFLT survey form was distributed with a cover letter from survey coordinator, Louise Collins. That letter is reproduced on page 5. Table 1 shows the numbers of institutions in the State of Washington that were contacted in August and the numbers of institutions with foreign language teachers who responded to the survey. Table 1 shows that we received responses from all the State colleges and universities, from about half of the community colleges and private colleges in the

. . . . a message from Louise Collins,
WAFLT Survey Coordinator

August 1980

washington association of foreign language teachers

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Dear Foreign Language Teacher:

Greetings!

I bring the good news that WAFLT has received a small grant from the American Council on the Teaching of Foreign Languages (ACTFL) to conduct a survey of teacher needs and resources throughout the state.

Why is this such good news? Because WAFLT needs a profile of your foreign language classes in order to respond effectively to the rapidly increasing public support for improved foreign language and international studies programs. In other words, we must be able to tell supporters and agencies what our resources are, where our greatest needs exist, which programs are endangered, etc.

If you will complete this questionnaire and mail it to us, it will save us a great deal of work on follow-up phone calls in September. The entire project must be completed by the end of September.

WAFLT has a commitment to every foreign language teacher in the state, and as one of its goals envisions an organization that is not only a clearinghouse, but one that promotes the importance and contributions of our specific discipline.

The enclosed questionnaire to be completed by you should be returned to us immediately, if you are home for the summer. If you are away until school starts, please return the questionnaire no later than September 10. Our hope is to have some results available for the WAFLT Board meeting on September 13, at which time they will be finalizing plans for workshops and activities for the year. (University and college instructors should try to respond as soon as possible after fall quarter begins.)

Thank you very much for your cooperation and immediate response to this request. I look forward to seeing you at the Fall Conference, October 10-11 in Seattle.

Enclosure

State, from 29% of the private and parochial secondary schools, from 63% of the public high schools, and from 20% of the junior high schools. It is important to note that there are some extenuating circumstances that mitigated against a more complete response in early September. Many college and university professors were not on campus at the time the survey form was distributed. Although our address list of foreign language teachers in the State is impressively complete as a result of cooperation from the Office of the Superintendent of Public Instruction (Keith Crosbie) and of a survey of all private and parochial secondary schools and all colleges and universities by President-Elect Rosemary Leiva, errors in address do occur between school years. Mailings were sent to foreign language department heads at private schools. Many junior high schools (included in this group are the middle schools as well) do not have foreign language teachers. Consequently, we had no names of teachers to be contacted. The same is true for many of the private/parochial secondary schools, many of which are very small.

Included in Table 1 is an analysis of responses by school size in relation to public junior and senior high schools. Such an analysis did not appear to be important for other categories as the data were being analyzed.

We would note as an indication to any one undertaking a survey of this nature in the future that a second mailing of the survey form is recommended. Our reminder in the WAFLT Newsletter was not successful.

TABLE 1

Schools Contacted/Responding

Institution	Contacted	Responding
State Colleges and Universities	6	6
Community Colleges	26	13
Private Colleges and Universities	15	8
Private/Parochial Secondary Schools	127	37
Public High Schools, under 400 students	123	33
401 to 800 students	56	49
801 to 1200 students	59	52
1201 to 1600 students	49	47
Over 1600 students	20	12
Public High School Totals	307	193
Public Junior High Schools, 750 or Fewer Students	158	23
Over 750 Students	85	26
Public Junior High Totals	243	49
	724	306

We have not made an analysis of the results in terms of the numbers of teachers contacted. The timing of the survey, as indicated above, resulted in our sending forms to some addresses that are no longer correct and to some teachers who are no longer in the schools where they taught last year. Data included in this report are based on the responses by the following teachers:

Public junior and senior high school teachers	379
Private and parochial secondary school teachers	61
Higher education professors	63

As the survey forms were received by Louise Collins, she made a preliminary tally of the results and prepared a brief report for review during the fall WAFLT Conference in October. She continued tallying results during the following weeks and reviewed them with Keith Crosbie, Lester McKim, and Rosanne Gostovich Royer in November.

During the November review, it was determined that the survey results provide a valuable picture of foreign language instruction trends in the State. Louise Collins had given hundreds of hours of her time and could not be expected to make an analysis of the results. No other WAFLT Board members had the time or the resources to undertake such an analysis.

Following the meeting, Keith Crosbie arranged for a grant from the Office of the Superintendent of Public Instruction to cover the costs of preparing a report on the survey. He contracted Lester McKim to direct the work necessary for that report.

This report makes no pretense at providing a careful statistical analysis of the state of foreign language instruction in Washington. Resources, human and material, are simply not available in the State to make such a statistical study possible. Rather, this report is an indication of trends. It is submitted with the hope that it will provide information that can be useful to teachers across the State as they work to improve the foreign language programs in their schools and as they consider State and National legislation proposed for the purpose of improving foreign language and international studies in the nation.

CHAPTER 1

FOREIGN LANGUAGE TEACHERS AND THEIR ASSIGNMENTS

We are generally aware that there are many teachers who have less than a full-time assignment in one language. About one of four respondents from public secondary schools, one of three from private/parochial secondary schools and one of five higher education professors listed two or more languages that they are teaching. Table 2 provides the statistics from the responding teachers. We did not ask whether the respondents teach in another subject area, but we know that many do, especially in the secondary schools.

This information is important to higher education professors who train foreign language teachers for secondary school assignments. Students preparing to teach foreign languages are well-advised to prepare to teach more than one foreign language or to teach one language and another subject. There is sometimes a belief that split assignments are not likely to occur in large high schools with strong foreign language programs. That belief is erroneous. Unfortunately, each teacher needs a full load, usually five or six classes. When the number of foreign language classes does not come in multiples of five or six, one or more teachers have to accept split assignments.

TABLE 2

Numbers of Foreign Languages Taught: Teachers, All levels

SURVEY INFORMATION: How many languages do you teach?		
Type of Institution	One Language	Two or More
Public Secondary Schools	240	66
Private/Parochial Secondary Schools	37	12
Higher Education	53	10
Totals	330	88

The survey requested respondents to list the languages and levels they teach. Tables 3, 4 and 5 present the results. Readers are cautioned once again that this profile is based on responses from a group of teachers who may not be completely representative of all foreign language teachers in the state. For example, Table 3 indicates that there is little difference in the numbers of public secondary school teachers of French, German and Spanish. We suspect that this profile is distorted in favor of German.

There is also likely to be some lack of precision in reference to the levels of languages taught. In some cases, it appeared that teachers interpreted levels to be semesters rather than years. Where we could do so with assurance, we changed those designations, However, it was not possible for us to contact

the teachers responding to confirm the data.

Tables 3 and 4 indicate that an encouraging number of secondary school foreign language teachers teach four or five levels. In most cases, students in level five began their instruction in grade 7. Consequently, schools with five levels of instruction can be expected to have six-year sequences. It is also encouraging to note that several infrequently-taught languages are being taught by the responding secondary school teachers.

TABLE 3

Languages and Levels: Public Secondary School Teachers

SURVEY INFORMATION: What languages and levels do you teach?						
Language	Grade 7-8	Levels 1-2	Levels 1-3	Levels 1-4	Levels 1-5	Totals
Chinese	--	3	2	--	--	5
French	24	30	40	15	12	121
German	18	30	43	16	3	110
Italian	--	1	--	--	--	1
Japanese	--	--	--	1	--	1
Latin	--	6	4	--	--	10
Norwegian	--	--	--	1	--	1
Russian	--	1	1	--	--	2
Spanish	26	36	37	23	6	128
Totals	68	107	127	56	21	379

TABLE 4

Languages and Levels: Private/Parochial School Teachers

SURVEY INFORMATION: What languages and levels do you teach?							
Language	FLES	Grade 7-8	Levels 1-2	Levels 1-3	Levels 1-4	Levels 1-5	Totals
Dutch	--	--	1	1	--	--	2
French	2	5	6	6	2	1	22
German	1	1	3	2	3	1	11
Greek	--	--	2	2	--	--	4
Italian	--	--	1	--	--	--	1
Latin	--	--	2	2	--	--	4
Spanish	2	1	4	8	1	--	16
Swedish	--	--	1	--	--	--	1
Totals	5	7	20	21	6	2	61

Table 2 showed that a total of 63 college/university foreign language professors responded to the survey. Table 5 lists the sixteen languages taught by those professors. Remember that ten of the professors teach more than one foreign language. There is no clear meaning of a level designation at the college level of instruction. Data referring to levels taught are not included for college professors.

TABLE 5

Languages Taught by College Professors

SURVEY INFORMATION: What languages do you teach?	
Language	Number of Teachers
Bulgarian	1
Chinese	1
Finnish	1
French	21
German	18
Greek	1
Hindi	1
Italian	2
Japanese	1
Latin	1
Norwegian	1
Rumanian	1
Russian	1
Sanskrit	1
Swedish	1
Spanish	17

Although fifteen other languages are taught by responding foreign language teachers, French, German and Spanish still dominate at all levels. Table 6 shows the percentage of responding teachers who teach each of those three languages or one of the other fifteen.

TABLE 6

Languages Taught: Percentage Per Language

SURVEY INFORMATION: What percentage of the respondents teach each FL?					
Type of Institution	Total Responding	French	German	Spanish	Other
Public Secondary	379	32%	29%	34%	5%
Private Secondary	61	36%	18%	26%	20%
College/University	63	33%	29%	27%	11%
Totals	503	33%	28%	33%	6%

CHAPTER 2

SCHOOLS AND THEIR FOREIGN LANGUAGE OFFERINGS

It is sometimes useful for foreign language decision makers to know the relationship between the sizes of schools and the nature of foreign language programs. For example, declining enrollments have affected many secondary schools in recent years. At the same time, school closures with students going to a neighboring school and suburban growth have caused other schools to increase in size. The health of the foreign language program is usually affected by the change in size.

We are not implying that declining enrollments automatically damage foreign language programs or that increasing enrollments automatically improve them. In this chapter, we attempt to show patterns. Teachers and administrators at the school level are the important decision makers. It is they who can anticipate possible negative influences of declining enrollments and work to protect the foreign language program, or anticipate the opportunities brought by increasing enrollments to improve the foreign language program. Two examples illustrate our point.

The Bellevue School District is one of several in the Seattle area with a steadily declining student enrollment. During recent years, two elementary schools and one junior high school have been closed and four additional elementary schools are being considered for closure in 1981.

Bellevue High School and its feeder schools are in the part of Bellevue where declining enrollments are the greatest. Enrollment at Bellevue High has fallen from almost 1500 students six years ago to under 1100 students today. However, cooperative efforts by the foreign language staff and the school administration have saved the foreign language program. Currently, 60% of the Bellevue High students are in foreign language classes, the highest of any high school in the district and up from a low of 47% in 1977. Bellevue still teaches five levels of French, German and Spanish and three levels of Latin and Russian. German and Spanish 4 and 5 are combined this year, but there is a separate class for French 5.

The popularity of foreign language study at Bellevue High has been reflected consistently in the feeder junior highs during the last twelve years. However, when the district closed Bellevue Junior High in 1978, that school had become so small it was almost impossible to maintain the three-year three-language program developed in each of the junior highs in Bellevue during the early 1970s. Bellevue Junior High students went to Chinook where size had also taken its toll. German had been dropped. With the growth in size, Chinook has now reinstated beginning German classes in grades 7 and 9 and has continued its three-year offerings in French and Spanish. As at Bellevue High, Chinook Junior High currently has 60% of its students in foreign language classes.

There are similar success stories throughout the state. We urge teachers

in those schools to analyze their programs, describe the efforts that have led to their success, and submit an article to the WAFLT FORUM as a service to other members of our profession. We also hope this report will provide help for teachers who are attempting to protect or build their language programs. For teachers whose programs are in danger, we offer the resources of the WAFLT leadership. Contact an officer of your association for ideas and other help.

Tables 7, 8 and 9 present the numbers of foreign languages being taught in public and private secondary schools of various sizes. With responses from 63% of the public high schools, we feel that the data are representative for high schools throughout the state. With responses from fewer than 30% of the private/parochial schools and from only about 20% of the junior high schools, we are not so sure of the data. Variables such as middle schools with minimal departmental offerings of any kind, with students younger than those in most junior high schools, and with specialized clientele (alternative schools or private/parochial schools with specific affiliations of various kinds) influence data on those schools.

TABLE 7

Numbers of Foreign Languages Taught: Public Junior High Schools

SURVEY INFORMATION: How many languages are taught at your school?						
Size	1 FL	2 FLs	3 FLs	4 FLs	More	Totals
Under 750	7	8	6	1	1	23
750 and over	5	9	11	1	--	26
Totals	12	17	17	2	1	49

TABLE 8

Numbers of Foreign Languages Taught: Public High Schools

SURVEY INFORMATION: How many languages are taught at your school?						
Size	1 FL	2 FLs	3 FLs	4 FLs	More	Totals
Under 400	24	8	1	--	--	33
400 to 800	12	25	9	2	1	49
801 to 1200	--	11	31	5	5	52
1201 to 1600	--	2	33	9	3	47
Over 1600	--	1	6	3	2	12
Totals	36	47	80	19	11	193

TABLE 9

Numbers of Foreign Languages Taught: Private/Parochial Schools

SURVEY INFORMATION: How many languages are taught at your school?						
	1 FL	2 FLs	3 FLs	4 FLs	More	Total
Totals	13	9	8	5	2	37

Table 10 shows the numbers of foreign languages taught at colleges and universities. These data are based on responses from professors representing all state colleges and universities and about half the community colleges and private/parochial colleges and universities. We are confident that those returns gave us a representative picture of higher education offerings.

The typical offering at community colleges and private/parochial colleges and universities is three languages, usually French, German and Spanish. There are some exceptions. Bellevue Community College and Pacific Lutheran listed eight languages each. Clark College was just behind with seven. Eastern, Western and Washington State Universities listed six or more each. The University of Washington has by far the greatest number and variety of foreign language offerings in the State. We did not get an accurate count.

TABLE 10

Numbers of Foreign Languages Taught: Colleges and Universities

SURVEY INFORMATION: How many languages are taught at your school?						
Type of Institution	1-2 FLs	3-4 FLs	5-6 FLs	7-8 FLs	More	Totals
State Coll./Univ.	--	2	1	2	1	6
Community Colleges	3	7	2	1	--	13
Private Coll./Univ.	--	4	2	2	--	8
Totals	3	13	5	5	1	27

The numbers of languages taught is one measure of the health of a foreign language program. The length of the sequence is another. Tables 3 and 4 presented languages and levels for secondary schools. Table 11 shows the relationship between school size and the sequence of instruction in public high schools.

The contrast between large and small schools is striking. The effects of

size are clear. Our respondents indicate that 65% of the public high schools with 400 or fewer students have less than three-year sequences while 93% with 1200 or more students have sequences of instruction of at least three years.

TABLE 11

Length of Sequence: Public High Schools

SURVEY INFORMATION: Does your school have a 3- or 4-year sequence?						
Response	Under 400	401-800	801-1200	1201-1600	Over 1600	Totals
Yes	13	21	39	52	17	142
No	20	16	10	1	4	51

Respondents from 37 private/parochial secondary schools reported that 24 have three- or four sequences at least and 13 do not have the longer sequences.

We have shown in Tables 3, 4 and 5 the languages taught by the respondents. We show in Tables 12 to 15 the full range of languages taught at the schools those respondents represent.

We regret that we do not have more complete information from the middle and junior high schools. It is likely that many of those schools offer no foreign language instruction and consequently had no one to complete the survey. Table 12 gives the results from the 49 schools represented by our respondents.

Of the eight languages taught in the public middle and junior high schools, French, German and Spanish are the most popular in both size categories. We are encouraged by the variety of languages reported and wish we could interpret this as a sign of a trend. All we can report is that teachers with an interest in adding languages such as Chinese, Italian, Japanese and Russian to the junior high offerings can find schools with teachers who can offer help.

TABLE 12

Languages Taught: Public Junior High Schools

SURVEY INFORMATION: What foreign languages are taught at your school?			
Languages	Under 750	Over 750	Totals
Chinese	3	1	4
French	23	14	37
German	14	15	29
Italian	--	1	1
Japanese	3	--	3
Latin	1	--	1
Russian	--	1	1
Spanish	23	20	43

There is less ambiguity in the influence of size on foreign language offerings at the high school level. Table 8 shows a strong correlation between the size of the school and the number of languages taught. That information is reflected in Table 13. However, it is interesting to note that only in the largest category do schools teach without exception the three standard languages: French, German and Spanish. In all other size categories, the schools responding reported that those three languages continue to be the most popular but no one of them can be assured of a spot in the curriculum. Of the schools responding, Spanish continued to be the most popular, with German second and French third. We are not at all confident that this information can be used to make any kind of a generalization about the three standard languages, other than that all three continue to dominate.

In order to show the relationship between the size of the school and the languages taught, the number of schools responding is shown below the size (N=--) in Table 13. Naturally it is not possible to draw any conclusions from a vertical totaling of the columns.

TABLE 13

Languages Taught: Public High Schools

SURVEY INFORMATION: What foreign languages are taught at your school?						
Languages	Under 400 N=33	401-800 N=49	801-1200 N=52	1201-1600 N=47	Over 1600 N=12	Total N=193
Chinese	--	2	3	--	--	5
French	13	13	40	41	12	119
German	12	18	37	43	12	122
Italian	--	1	--	--	--	1
Japanese	--	--	--	1	--	1
Latin	1	--	5	8	2	16
Norwegian	--	--	1	--	--	1
Russian	--	--	4	3	2	9
Spanish	15	21	42	44	12	134

Among the 37 private/parochial secondary schools responding, ten foreign languages are taught. That is one more than the public high schools reported. Both groups of schools reported teaching Chinese, French, German, Italian, Japanese, Latin and Spanish. The public schools also reported that Russian and Norwegian are taught. The private/parochial secondary schools did not report those two languages, but they did report Dutch, Greek, and Swedish, languages not reported by the public schools.

Another common feature between the two groups of secondary schools is that French, German and Spanish dominate. As one would expect from the history of parochial schools, the classical languages are more important than they are in public schools.

Table 14 lists the foreign languages reported by the teachers from the 37 private/parochial secondary schools responding to this survey. Remember that the teachers responding represented less than 30% of the schools contacted.

TABLE 14

Languages Taught:
Private/Parochial Secondary Schools

SURVEY INFORMATION: What foreign languages are taught at your school?	
Languages	Schools
Chinese	1
Dutch	1
French	25
German	15
Greek	5
Italian	2
Japanese	1
Latin	9
Spanish	22
Swedish	1

Table 15 lists the thirteen languages reported by teachers from colleges and universities in Washington. Each of these languages plus many others are taught at the University of Washington. We assume the information from the other state colleges and universities is accurate, especially since we have replies from more than one professor in most cases.

Unfortunately, we received responses from professors from only about half the community colleges and private/parochial universities. All the larger private/parochial universities are included, and the community colleges represented here are predominantly from major urban and suburban centers. Consequently, we feel that the diversity of language offerings at the college/university level in Washington is well represented.

The number of institutions responding is given at the head of the appropriate column (N = --).

TABLE 15

Languages Taught: Colleges and Universities

SURVEY INFORMATION: What foreign languages are taught at your school?				
Languages	State Colleges N = 6	Community Colleges N = 13	Private Colleges N = 8	Total N = 27
Chinese	3	3	--	6
Dutch	1	1	--	2
French	6	11	8	25
German	6	11	8	25
Greek	4	--	4	8
Hebrew	1	--	1	2
Italian	2	2	2	6
Japanese	3	4	--	7
Latin	4	--	3	7
Norwegian	1	1	1	3
Russian	5	2	1	8
Spanish	6	12	7	25
Swedish	1	1	1	3

Data included to this point in this report constitute a profile of the current status of foreign language instruction in the State. We also asked respondents to indicate whether there has been an increase or decrease in enrollments during the last two years. The results are gratifying, but we must report that estimates of increases or decreases from teachers of the same language in the same school were sometimes widely divergent. We consequently take these data as being highly subjective. However we get a sense of strength from the responses. A perception by teachers that a program is prospering may be instrumental in helping that program to gain or to maintain strength.

Conversely, there are times when it is important for teachers to provide accurate statistics indicating the health of foreign language enrollments. We urge foreign language teachers to take time to assess their enrollments by comparing present and past enrollments, showing both numbers and percentages. Results of a local study may be discouraging, but they may indicate need for help while the program is still in good enough health to thrive with minor corrections.

Tables 16 to 18 present the results of our survey for public secondary, private/parochial secondary and higher education. In all three types of institutions and in all the major languages taught the picture is positive, with many more reports of increasing than of decreasing enrollments.

TABLE 16

Enrollment Decrease/Increase: Public Secondary Schools

SURVEY INFORMATION:	Has enrollment decreased/increased in the language you teach? By how many percentage points?								
Language	Decrease			Amt. Not Given	Same	Amt. Not Given	Increase		
	40%+	25-39%	0-25%				0-25%	25-39%	40%+
French	8	2	4	4	13	24	33	3	17
German	1	2	7	12	14	4	35	4	10
Latin	0	1	1	3	2	0	3	0	1
Russian	0	0	0	0	0	0	2	0	0
Spanish	3	3	9	9	18	15	41	6	11
Others	1	1	0	1	0	0	2	1	0

TABLE 17

Enrollment Decrease/Increase: Private/ Parochial Secondary Schools

SURVEY INFORMATION:	Has enrollment decreased/increased in the language you teach? By how many percentage points?								
Language	Decrease			Amt. Not Given	Same	Amt. Not Given	Increase		
	40%+	25-39%	0-25%				0-25%	25-39%	40%+
French	0	0	1	1	7	3	7	0	0
German	0	0	0	1	4	0	5	0	0
Latin	0	0	0	0	2	0	1	0	0
Spanish	0	0	0	0	2	3	3	0	1
Others	0	0	0	0	1	0	5	0	1

TABLE 18

Enrollment Decrease/Increase: Colleges and Universities

SURVEY INFORMATION: Has enrollment decreased/increased in the language you teach? By how many percentage points?									
Language	Decrease			Amt. Not Given	Same	Amt. Not Given	Increase		
	40%+	25-39%	0-24%				0-24%	25-39%	40%+
French	0	0	0	3	4	3	3	2	2
German	0	0	1	0	0	0	7	2	1
Latin	0	0	0	0	1	0	0	0	0
Russian	1	0	0	0	1	1	0	0	0
Spanish	0	0	0	0	1	5	5	3	1
Others	0	0	1	0	6	0	2	0	0

We have seen above that there is a wide variety of foreign languages currently taught in our schools. Data from our respondents indicate that many of those languages may have been added to the curriculum during the past two years. Such additions are an encouraging sign of program vitality.

Higher education respondents reported the addition of thirteen languages to their curricula during the past two years. We hope it is a sign that our programs try to be relevant when we see the growth of Chinese, recently added to seven higher education programs.

Chinese is also high among languages added by public secondary schools, but we received no report of a private/parochial secondary school that has added Chinese. Public and private/parochial secondary schools reported the addition of nine languages each. The languages most frequently taught are also those most frequently added (French, German and Spanish) but there were also multiple reports of Japanese and Latin having been added.

We are encouraged by the reports of new Oriental language programs. We urge teachers of those languages in the secondary schools to report to WAFLT on their progress through THE FORUM and during our regional and state conferences. It is important that members of our profession know where such programs are located, of materials that are available or needed, and of strategies that have led to the addition of those languages to the curricula. It is also important to describe teacher preparation programs for Oriental languages.

Table 19 lists the eight languages that have been added to secondary curricula and the thirteen that have been added to college curricula, a total of sixteen different languages that have been added during the past two years.

TABLE 19

Languages Added During Last Two Years

SURVEY INFORMATION: What language have you added to your prog.?				
Language	Private/ Par. Second.	Public Second.	Colleges/ Universities	Totals
Arabic	2	0	1	3
Chinese	0	7	7	14
Dutch	0	0	1	1
French	2	15	2	19
German	3	8	0	11
Greek	2	0	1	3
Italian	2	1	1	4
Japanese	0	5	4	9
Korean	0	0	1	1
Latin	1	4	4	9
Mandarin	0	0	1	1
Norwegian	0	1	0	1
Portuguese	1	0	0	1
Russian	1	0	3	4
Spanish	3	17	1	21
Swedish	0	2	2	4
Totals	17	60	29	106

If we accept that the addition of languages to our curricula is an indication of strength, then we also have to accept that languages dropped or in danger of being dropped is a sign of program weakness. Respondents were asked to indicate what languages are in danger of being dropped and why. Some of the reasons given are discussed in Chapter three of this report.

Schools of all types reported languages that are in danger of being dropped. German appears to be in greater danger than any other language in the public secondary schools, accounting for 48% of all endangered languages listed by respondents. French, German and Spanish were listed by teachers from all types of schools.

We were encouraged by reports of Oriental languages having been added to the curricula. That encouragement is dampened by reports of Chinese and Japanese programs in danger of being dropped. We are also worried about the relatively high number of Russian programs that are reported as being endangered. We feel that Russian has received considerable support from the Government during the past twenty-two years, and we wish we could show that it is an accepted part of our curricula. That we cannot is an indication that we can expect Oriental

languages to require special care and support--not just by the teachers of those languages but by their colleagues who teach other languages and by school administrators.

Table 20 lists the nine languages reported as being in danger in the secondary schools and the eleven reported for colleges and universities. To put the figures in the three columns in better perspective, the reader should remember the numbers of schools represented by respondents in each category. Reports indicate that more than ten times as many foreign language programs may lose a language in the public secondary schools than in private/parochial secondary. However respondents represented only 37 private-parochial schools while they represented 242 junior and senior public high schools.

TABLE 20

Languages in Danger of Cancellation

SURVEY INFORMATION: What language is in danger of cancellation?				
Language	Private/ Par. Second.	Public Secondary	Colleges/ Universities	Totals
Chinese	0	5	4	9
Finnish	0	0	1	1
French	2	10	2	14
German	2	41	1	44
Greek	0	0	2	2
Italian	1	0	1	2
Japanese	1	7	1	9
Latin	1	4	1	6
Portuguese	0	0	2	2
Russian	0	4	5	9
Spanish	1	13	3	17
Swedish	0	1	0	1
Totals	8	85	23	116

In this chapter, we have developed a profile of foreign language instruction in Washington using data from respondents related to school offerings. We have noted that that profile is overall a positive one. Program vitality is indicated by the variety of languages taught, by the number of schools with three-year sequences or longer, and by the reports of increasing enrollments. The picture is marred by the danger that many schools will lose one or more of the languages they are now teaching.

In the next chapter, we shall add to our profile by reporting on the comments written by the respondents.

CHAPTER 3

GENERAL COMMENTS AND RATINGS BY RESPONDENTS

Several questions on the survey form were designed to elicit open-ended comments from the respondents. There was also one item that called for a rating of various individuals or groups in terms of their support of foreign language programs. A review of the comments and the ratings recall the words of Charles Dickens that it was the best of times and the worst of times. The data presented in chapters 1 and 2 of this report are indicators of positive trends. The comments cannot be readily quantified, but refer in strong terms to good and bad conditions.

The analysis of the comments in this chapter can be of assistance to officers of the Washington Association of Foreign Language Teachers (WAFLT) and of the American Council on the Teaching of Foreign Languages (ACTFL). There are comments that refer to the strengths and the weaknesses of those organizations. Other comments describe special needs the writers feel as foreign language teachers. Finally, and importantly, some respondents express a willingness to contribute to those organizations' efforts to improve foreign language instruction. There are far too many comments to attempt any kind of a comprehensive review. The attempt in this chapter is to summarize, to identify trends that will add dimensions to the profile provided by the data in the earlier chapters.

WAFLT/ACTFL

Item 11: "How have WAFLT and ACTFL been valuable to you and your program?"

Three responses indicate the range of attitudes expressed by the respondents:

"I have not been aware of their activities."

"WAFLT has mounted a powerful, effective, continuing public relations campaign supporting the study of foreign languages."

"WAFLT, yes! ACTFL, no!"

ACTFL and WAFLT officers have accepted the challenge of providing effective leadership for foreign language teachers. Before moving to consideration of the respondents' comments, it will be instructive to review briefly the conditions that made such leadership vital.

Declining funds for education have been felt at all levels of instruction and in all subject areas. Across the nation, state foreign language supervisory positions have either been eliminated or have been dilluted in effectiveness by an addition of responsibilities and a concomitant reduction of funds. The latter has been the case in Washington. Federal and state money that once provided help for inservice, teaching materials and language laboratory equipment for foreign language teachers has all but disappeared.

Declining budgets have also resulted in the loss of foreign language leadership positions in school districts. During the early 1970s, there were enough foreign language coordinators in the Puget Sound area to assure an attendance of from ten to fifteen coordinators at each of several meetings a year. Interested college and university professors sometimes participated in those meetings, using them as a means of learning of foreign language teacher activities in the schools and of getting reactions to plans for special undergraduate or graduate foreign language programs under consideration. There are currently so few district leadership positions--even on a part time basis--that no such meeting has been held for several years.

ACTFL and WAFLT have attempted to fill the void. Comments of our respondents provide one measure of their success. Of equal importance, those comments indicate activities that appear to be especially helpful and teacher needs that might be met through careful planning and strong membership support. Respondents are obviously far better acquainted with WAFLT than they are with ACTFL. Most of this analysis will refer to WAFLT.

Formal activities directed by WAFLT officers include a state conference in the fall, three or four regional conferences in the spring, publication of THE FORUM as the organization's journal three times a year and a newsletter with a brief update of important events, and sponsorship of workshops for foreign language teachers. WAFLT leaders have been politically active. A few years ago they lobbied successfully for maintenance of the foreign language supervisory position in the Office of the Superintendent of Public Instruction, and more recently they fought successfully to get the state legislature to identify foreign language instruction as part of basic education, thereby protecting districts from being penalized for having too many students involved in foreign language study. WAFLT officers have also worked cooperatively with ACTFL officers to support the work and the resulting recommendations of the President's Commission on Foreign Language and International Studies and to bring the importance of foreign language studies to the attention of local communities through foreign language week activities.

WAFLT efforts have led to a doubling of membership and to the awarding of grants for special projects from ACTFL, from an ERIC Clearing House, from the Office of the Superintendent of Public Instruction and from the Educational Service District 121. As encouraging as those signs of success may be, WAFLT leaders need knowledge of the how member and non-member teachers perceive the organization's efforts. Our respondents' comments will be analyzed in terms of each of the major activities.

1. Conferences and Workshops

State and regional conferences were mentioned by many of the respondents as important contributions by WAFLT. The two-state conference conducted cooperatively by leaders from Washington and Oregon was seen as a special opportunity for foreign language teachers. A continuing assessment of the two-state conference will be important for foreign language leaders in the two states. Such conferences obviously make possible all the advantages of a state conference, but at a greater level. On the other hand, such conferences are a drain on the energies of the state leaders and, when they are scheduled in Portland, they are not as accessible as are conferences that are held in Washington. One measure of the success of the two-state conferences is the attendance by

teachers from the visiting state. According to Oregon leaders, there were about as many foreign language teachers from Oregon at the 1980 conference in Seattle as there normally are for their state conferences. There is no adequate measure of the influence that may have derived from ACTFL cooperation in the planning and publicizing of that conference. Survey returns were nearly all in before the 1980 conference, so there were few references to it.

For several years, WAFLT leaders have planned workshops to last for at least two hours during the afternoon following the state conference. Those workshops received favorable mention by respondents, indicating--as does the special registration each year--that it is indeed wise to continue them.

Workshops have also been held by WAFLT leaders with funds from outside grants. One respondent mentioned the "traveling workshops" as valuable to foreign language teachers who either do not have a day off from school to attend state or regional workshops or who do not find it possible to travel to conference sites. That comment is important to consider. WAFLT leaders need to remember that foreign language teachers in all parts of the state have contributions and needs that make it important to plan activities in many parts of the state.

The regional conferences in the spring has been WAFLT's major effort to provide such activities. Although there was favorable mention of those conferences by respondents, they are a special challenge to WAFLT leaders. Attendance is usually limited to from 25 to 50 participants in all regions except the Puget Sound, and it is difficult to find teachers who have the experience and willingness to assume responsibilities for local planning.

When speaking of the conferences and workshops, respondents listed several important contributions. Some of them are discussed here.

--An opportunity to share ideas with other foreign language teachers. This is a contribution of all conference and workshop activities. On evaluation forms, teachers invariably place a high value on idea sharing with their colleagues, even teachers who are from urban and large suburban districts. Obviously the demands of teaching are such that teachers find little time for idea sharing with their colleagues in their schools or districts. It is also likely that workshop and conference settings with teachers from many different districts brought together for the purpose of discussion is more conducive to idea sharing than the normal school setting.

--An opportunity to observe other foreign language teachers demonstrate and/or describe materials and strategies they have found to be useful in the classroom. WAFLT leaders should not lose sight of the double benefit of the state and regional conferences in this regard. Teachers in the audience appreciate hearing carefully prepared presentations from their colleagues who are on the "firing line" with students. However, it is likely that the teacher who prepares and presents is the one who benefits the most, both from the insights gained from the analysis of teaching activities and from the recognition. The association and the profession in general also benefit from the development of new leadership, and it is through these presentations that new leaders are usually identified.

--An opportunity to examine new or different textbooks and supplementary materials. The annual WAFLT conferences are virtually the only occasions foreign language teachers have to visit exhibits in the state. The ACTFL exhibits are larger, but relatively few Washington teachers are able to travel to the site for the ACTFL conference. Cooperation from ACTFL officers was important in terms of exhibitors in 1980.

--An opportunity for secondary school and college/university level foreign language teachers to work together. It is important to the health of the profession that foreign language teachers at all levels remember that they are all working for the same ends. Regional and state conferences that are successful are invariably the result of cooperative efforts with each level well represented in the planning and the presenting.

2. Publications

One of the most important contributions of the professional organizations in terms of keeping its members informed is its publications. WAFLT reaches all but a few foreign language teachers at one time or another during the year with news of special events in Washington.

WAFLT members receive three issues of THE FORUM each year. This is the official WAFLT publication and always includes news of conferences and other special events in addition to articles prepared by Washington teachers who are willing to share their thoughts about teaching foreign languages. In some cases, the articles are reports on keynote speeches given during the state conferences. Respondents indicated that THE FORUM offers important help. They complained about what appears to them to be irregular publication, a problem that results from the time required by the editorial staff. WAFLT officers need to continue their efforts to guarantee that a quality publication will be available to its members and that help will be made available to the editorial staff that will help assure the regular publication of THE FORUM.

WAFLT members also receive an occasional newsletter and special notices. At the beginning of the year (August or September), the newsletter is sent to all foreign language teachers in the state--to the extent that addresses are available. The early newsletter alerts foreign language teachers of the annual state conference and calls for them to mail in their dues. This is seen as an important contribution to the organization. A newsletter is also mailed soon after each state or regional conference with brief news articles, some of which will be developed into feature articles for THE FORUM. An example of special notices is the mailing that goes out from WAFLT officers to all members and to some key people such as foreign language department heads with ideas for using foreign language week to gain local recognition for the importance of foreign language teaching. Several respondents refered to the use they had made of the foreign language week ideas.

3. Public Relations

Although some respondents indicated specifically or by implication that they were not aware of any benefits they had derived from WAFLT, they were far outnumbered by respondents who mentioned specific gains for the profession as a

result of WAFLT public relations efforts. Some of the comments are discussed below.

--Promotion of foreign language week. This is the most deliberate effort by the WAFLT officers to help teachers bring their work to the attention of the communities across the state. The success of the efforts depends on the willingness of local teachers to use ideas provided. Indications are that when the ideas are stated in operational terms, teachers do use them. There may be a tie between these efforts and the recent upswing in foreign language enrollments in the schools.

--Support in getting foreign language instruction established by the state legislature as a part of basic education. This is a dramatic example of the value of political involvement by WAFLT leaders and other foreign language teachers. That change saved some districts thousands of dollars in penalties resulting from foreign language enrollments that were too great to fit the legislated formula for subject area distribution in the public secondary schools. More importantly, the change eliminated an official position by the state legislature denying the importance of foreign language instruction. WAFLT officers and all foreign language teachers need to learn of their potential power from this experience and apply it to the support of positive legislation under consideration at the state and national levels.

--Promotion of favorable legislation. Mention was made of the efforts WAFLT officers have made to inform foreign language teachers and the public of the recommendations of the President's Commission on Foreign Language and International Studies. WAFLT's participation in and support of the ACTFL Alert Network is important in this regard. Foreign language teacher response to calls from WAFLT and ACTFL for letters to congressmen supporting legislation favorable to foreign language instruction has been gratifying and helpful.

--Public involvement in state and regional conferences. Foreign language teachers reacted positively to speakers from business, industry and government. This is an important part of public relations work and an example of efforts that have double benefits. Such speakers bring new information to foreign language teachers and gain information they can use to support the foreign language teaching profession. In this regard, a change of attitude may be as important as new information.

4. WAFLT membership

One respondent made a special plea for a push to gain greater membership from teachers of Asian languages. Others complained of the lack of presentations at conferences and of materials in the exhibits that were planned with teachers of Asian languages in mind.

Data dealing with foreign language offerings indicate an increasing diversity of language offerings. Data also reveal a continuing of the traditional dominance by French, German and Spanish. Gaining adequate membership in the association and adequate enrollment in Asian language classes to assure greater attention to those languages by speakers and publishers is a challenge for the profession. Guidelines for meeting that challenge are not suggested.

PROGRAM SUPPORT

Item 10 of the survey asked respondents to rate the interest and support of various individuals and groups who influence foreign language instruction. The importance of the groups is indicated by the completeness of the responses. Few respondents appeared to consider any to be irrelevant. Table 21 lists the groups and the responses. Ironically, the same groups get both high and low ratings in terms of their interest and support.

TABLE 21

SURVEY INFORMATION:	Indications of school and community support for FL instruc.	
Group	Interest Shown	Support Needed
Administrators	178	127
Counselors	136	132
Teachers of other subjects	113	130
Parents	124	100
School Boards	57	131
Legislators	11	160
Service organizations	29	118
Business communities	23	113

One respondent could have been speaking for many: "Much more support is needed." Another described her community as a largely middle-class area where only about twenty percent of the students go on to college. In such a community, there is not likely to be a community expectation that all the better students will study a foreign language.

One respondent reported that his students were the only ones who have shown consistent interest and support. Although we do not know the local situation, we tend to feel that there must be more support than that teacher realizes. We doubt that there is ever much student support unless those students are receiving encouragement and reinforcement from their parents, from counselors or from other people in the school. We point this out because we suspect that foreign language teachers become understandably frustrated and sometimes fail to recognize their supporters. We all need to remember that those who support foreign language instruction need to be reinforced as much as the rest of us.

Declining school budgets have forced foreign language teachers into conditions that can be frustrating. There were frequent allusions to large classes and classes with mixed levels. In some cases, even first and second year classes are mixed, constituting an almost impossible task for the teachers. In most cases, the mixed classes are more advanced, but still seen as a problem. One respondent called on WAFLT to help educate administrators in relation to the

importance of small foreign language classes and the desirability of avoiding mixing foreign language students from several levels in the same class.

One specific suggestion by a respondent was that WAFLT prepare a pamphlet or brochure that could be used by teachers across the state to convince the public of the importance of foreign language study. A related suggestion from another respondent was that WAFLT should develop and publish statistics and other facts that would support Spanish and other foreign language instruction for students in Washington. This report is not intended for wide distribution, but data and other facts from the report might be useful if WAFLT officers decide to have a pamphlet or brochure prepared.

Several respondents spoke of competition for students' time. At the college level, many of the majors are so demanding that there is insufficient time for a student to complete a major in a foreign language to go along with another major unless the student is willing to stay in school for more than four years. In the secondary schools, there is a similar competition for student time. One respondent said: "In our school, we have excellent music teachers. The brighter students have so many academic courses that they frequently have to choose between music and foreign language instruction. It is hard for foreign language teachers to compete with music." Another respondent referred to competition from teachers in many elective areas, some of which are more activity oriented and less demanding than a sequence of foreign language classes.

As shown in Table 21, teachers see counselors as both friends and enemies. One respondent said that the counselors are mostly on the side of the foreign language department in her school, but she called for lucid information that could be given counselors as they prepare to help students plan their high school sequence of courses.

Several respondents mentioned the importance of parental support. One told of pressure from parents that led to the rehiring of a Latin teacher. Another alluded to a meeting where parents fought to retain a seven-period day for the junior high schools in the district mainly to assure that the three-year foreign language classes could continue.

Respondents saw events outside the school as being helpful in terms of getting support for foreign language instruction. One respondent wrote of an essay writing contest sponsored by Washington State University. Another mentioned the Treteau de Paris, a theatrical group from France that appeared in Seattle several times during the early 1970s. Their plays were well attended, not just by Seattle area students, but by students from the Yakima Valley and from as far north as Bellingham and from as far south as Centralia, and by the public. Those presentations were seen as a motivating force for French students.

Support appears to be something all foreign language teachers want. However it also appears to come almost without effort to some teachers and only with great difficulty to others. It also appears to be nearly automatic in some communities and almost impossible to achieve in others. Although it is not the purpose of this report to give details about how to gain public support, it would be appropriate to refer once again to the public relations efforts of WAFLT officers and other foreign language leaders in the state.

WAFLT officers hold their board meetings in a different community each month. During the 1979-1980, public hearings were scheduled in those communities as a means of bringing attention to the forthcoming recommendations for specific legislative action reflecting the findings of the President's Commission on Foreign Language and International Studies. WAFLT officers also see the state and regional conferences and the other workshops as a way of bringing foreign language instruction to the attention of communities, including both school and non-school people. When local foreign language teachers have been involved with WAFLT officers in taking advantage of those meetings and of other publicity efforts, there is evidence that support for foreign language instruction has increased.

In the final analysis, it is up to the foreign language teachers to work in their own schools and communities to gain the support they need. Naturally, WAFLT officers should continue their efforts, and the survey respondents provide some new ideas. Foreign language teachers are making a serious error if they leave all those efforts to their association, all of whose officers have full-time professional obligations.

PROGRAM NEEDS

Both the data in chapters 1 and 2 and the comments reported in this chapter specify or imply needs teachers report with their comments. Several are listed here with little comment. They should serve as a source for ideas as WAFLT officers plan activities and publications. They can also alert trainers of future foreign language teachers to the needs those people are likely to feel when they start teaching.

--Money so that classes can be smaller. Foreign language teachers are not alone in their sense of this need. As a matter of fact, foreign language teachers sometimes have the smallest classes in the school, though we have read many references to classes of over thirty-five students.

--"It would be helpful to have an informed person sit in on my classes for a week and give me suggestions for improving my teaching." This need may be more urgent since so many districts have eliminated foreign language coordinator positions.

--Practical ideas for handling the logistics of classes that are too large. Some ideas for holding the interest of students in those large classes and for helping individual students to learn.

--More contacts for homestays and information useful in the planning of foreign travel. This is especially important as inflation has hit travel, making it impossible for some government-sponsored programs to continue without severe cut-backs.

--Ideas for use of speakers; for planning meaningful field trips. There is growing interest in ethnic studies. Perhaps this respondent is sensing that there may be better ways to use local resources, either as a prelude to or as a substitute for foreign travel.

--Student exchange among schools. This is an idea that may have been used by too few teachers. Such an exchange could add variety to a class and help gain publicity for foreign language programs.

--Advanced classes for children of Spanish speaking migratory workers. Teachers who feel this need might find helpful resources that have been developed by bilingual teachers who are committed to using both Spanish and English for instructional purposes.

--Films. There were many comments related to the need for new films, shorter than full length and designed more appropriately for use in classes. One respondent called for films of interviews with politicians or business leaders from countries whose languages are taught in our schools. This need may be easier to meet as videotape production becomes cheaper and of better quality.

--Career information. How do we show students that the study of foreign languages can be important to their careers, even if they do not plan to become teachers? ACTFL has some publications designed to be helpful to teachers who feel this need.

--A good critique of supplementary books and other materials, not of the basic textbooks. One respondent felt a special need for materials and ideas useful for attempting cross-disciplinary teaching.

--Information about equipment useful to foreign language teachers. This was not a call for a return to language laboratories. It was an indication of interest in less elaborate equipment that might be useful in a classroom.

--Information that would lead to more foreign language instruction in the elementary schools. Some districts are experimenting once again with FLES, an acronym well-understood by teachers and the public during the 1960s. There are indications of a return of interest. The current limits on educational resources do not promise conditions that will be conducive to rapid growth.

--University entry requirements that include foreign language proficiency. Many college and university professors feel that the only way they will maintain the programs they have is with a language requirement for graduation. They and many of their secondary level colleagues feel that entry requirements would help strengthen high school programs. Those arguments are countered by other teachers at both levels who feel that programs should be able to thrive on their own merits. The discussion has become familiar.

--Guidelines for establishing mutually beneficial relations with business leaders. As indicated by the ratings of support groups, business people are not seen as strongly supportive. Foreign language teachers have apparently not learned to communicate effectively with them.

--Guidelines on effective ways to make use of media. Foreign language teachers appear to recognize the potential of media but do not have the experience to feel at ease with media people.

--Recorded materials. These should include records and audio tapes. There should be a speedy and cheap cassette reproduction facility available to foreign language teachers. Smaller districts may not have such facilities in their district and, for that reason, feel the need more than teachers from larger districts. The need is also stated in terms of selection and editing of materials for copying.

--More contacts with ethnic groups in the community. Interesting work is underway at this time under the direction of the Seattle Public Library. From that project may come information and guidelines that will be of use to foreign language teachers in other districts. It is difficult to see, in the final analysis, how anyone from outside a district can do much to assist local teachers to make contacts with local ethnic groups.

--Closer ties with teachers of bilingual students. Although there are some striking similarities between the objectives and the strategies of the foreign language and bilingual or ESL teachers, there are also many differences. Teachers working for closer relations should take time to gain an understanding of the differences as well as the similarities.

--Some one to talk to: "I am alone here, in a frothy sea of indifference and antipathy for anything foreign." This does not appear to be an unusual feeling for secondary school foreign language teachers, and the feeling is not limited to those teaching in small schools or districts.

CONCLUSIONS

It is difficult to develop a balanced picture of the state of foreign language instruction in Washington on the basis of the comments by respondents to the survey. Comments of frustration are perhaps balanced by expressions of pride.

It is likely that teachers who have become involved in WAFLT and ACTFL activities are aware of the services those associations render, while teachers who have not joined or who have joined but have not become active are unaware. This points to a need for a larger and a more active membership, a need that has led to continuing efforts by leaders of both associations.

Foreign language teachers feel a strong need for support for their program. They realize their precarious position in a system that protects required courses but leaves all elective areas to fend for themselves--in competition with one another. Continuing cooperation among foreign language teachers is obviously called for if groups that can exert powerful influence on educational programs are to be informed adequately concerning foreign language instruction to help them make wise decisions.

Program needs are many and varied. Many of them are the same as for other educational programs: not enough money; limited materials; classes that are too large; decision makers who do not have adequate knowledge of or sympathy for the program. Each educational program has its unique needs, and foreign language programs are no exception. There is one major difference: There is no other major academic program that has never been sampled by so many educators and other educated people. In their ignorance resulting from a lack of first-hand experience, these people rely on assumptions rather than facts. The challenge to the profession is to be sure that facts are readily available, and stated in understandable terms.

CHAPTER 4

FOREIGN LANGUAGE TEXTBOOKS USED IN SECONDARY SCHOOLS

Survey question 6 asked respondents to give the name of their basic textbook. There are no clear patterns at the college/university level. There appears to be such a wide variety of books in use, including many that are clearly for teaching literature, that we are making no effort to list them. The books in this chapter are those listed by secondary school teachers.

Teachers interested in finding out about books listed here have access to to sources for further information. One is the publisher. The other is the publisher's representative. The representatives are listed in the back of the WASHINGTON EDUCATION DIRECTORY each year. A copy of that directory is normally available in each school.

We are limiting our listing to those books used by our respondents. The list is categorized by language. Listings within each language group are alphabetized by publisher. Books that are used for teaching literature in advanced high school classes or for teaching grammar at any level are considered to be supplementary in nature and are not included in this list.

FRENCH

DEBUTS, level 1, grades 9-12. John G. Boucher and Robert L. Paris.
REPRISE, level 2, grades 9-12. Boucher, André O. Hurtgen and Paris.
ENCORE, level 3, grades 10-12. Boucher and Hurtgen.
CONTRASTES, level 4, grades 10-12. Boucher and Paris.
Allyn and Bacon, Inc. 470 Atlantic Avenue, Boston, MA 02210.

A-LM, Second Edition, levels 1-4, Grades 7-12.Marilynn Ray, Katia Brillé Lutz, Paul Schacter and Pierre J. Capretz.
NOS AMIS, level 1, grades 7-12. Lutz, Françoise Périn Leffier, Arthur Wolsoncroft and Marina Liapunov.
LE MONDE DES JEUNES, level 2, grades 9-12. See NOS AMIS.
Harcourt Brace Jovanovich, Inc. 757 Third Avenue, New York 10017.

FRENCH FOR MASTERY, levels 1 and 2, grades 7-12. Jean-Paul Valette and Rebecca Valette.
D. C. Heath and Company, 125 Spring Street, Lexington, MA 02173.

VOIX ET VISAGES DE LA FRANCE, levels 1 and 2, CCD. (No authors given.)
Heinle & Heinle Enterprises, Publishers, Concord, MA 01742.

INVITATION AU FRANCAIS: VOUS ET MOI, level 1, grades 9-12. Ramunda Cadoux.
NOTRE MONDE, level 2, grades 10-12.
L'ENVOLEE, level 3, grades 10-12.
MacMillan Publishing Co., Inc., 23 Orinda Way, Orinda, CA 94563.

LE FRANCAIS: COMMENCONS, 2nd Ed., level 1, grades 7-8. Josée Pilot-Debienne and Conrad J. Schmitt.
LE FRANCAIS: CONTINUONS, 2nd Ed., level 2, grade 8. Pilot-Debienne & Schmitt.

LE FRANCAIS A DECOUVRIR, 4th Ed., level 1, grades 9-12. Jo Helstrom & Mary Metz.
LE FRANCAIS A VIVRE, 4th Ed., level 2, grades 9-12. Metz and Helstrom.
REFLETS DU MONDE FRANCAIS, 2nd Ed., grades 10-12. Metz.
Webster Division, McGraw-Hill Book Co., 1221 Ave. of the Americas, New York 10020.

SECONDARY SCHOOL FRENCH PROGRAM, Valdman, MacMillin, LaVergne, Belasco, Mellerski and Heine.
1. SON ET SENS, level 1, grades 7-8.
2. SCENES ET SEJOURS, level 2, grades 9-12.
3. PROMENADES ET PERSPECTIVES, level 3, grades 10-12.
Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025.

GERMAN

A-LM, 2nd Ed., levels 1-4, grades 7-12. George Winkler, Alfred S. Hayes and Pierre J. Capretz.
UNSERE FREUNDE, level 1, grades 7-12. George Winkler, Ann Conrad Lammers, Margrit Meinel Diehl, Marina Liapunov.
DIE WELT DER JUGEND, level 2, grades 9-12. See UNSERE FREUNDE.
Harcourt Brace Jovanovich, Inc. 757 Third Avenue, New York 10017.

VERSTEHEN UND SPRECHEN, REVISED 1970, level 1, grades 7-12. Rehder, Thomas and Twaddell.
SPRECHEN UND LESEN, REVISED 1971, level 2, grades 9-12. Rehder, Thomas, Twaddel and Jebe.
Holt, Rinehart and Winston. CBS Inc. 383 Madison Avenue, New York 10017.

GERMAN TODAY, levels 1 and 2, grades 7-12. Moeller/Liedloff et al.
Houghton Mifflin, One Beacon St., Boston, MA 02107.

DEUTSCH: ENTDECKEN WIR ES!, 2nd Ed., level 1, grade 9-12. Edda Weiss.
DEUTSCH: ERLEBEN WIR ES!, 2nd Ed., level 2, grades 10-12. Edda Weiss.
Webster Division, McGraw-Hill Book Company. 1221 Avenue of the Americas. New YORK 10020.

LATIN

FIRST YEAR LATIN, level 1, grades 8-12. Charles Jenney, Jr., Rogers V. Scudder and Eric C. Baade.
SECOND YEAR LATIN, level 2, grades 9-12. See FIRST YEAR LATIN.
Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210.

OUR LATIN HERITAGE, levels 1-4, grades 9-12. Lillian M. Hines, Edward J. Welch, Doris M. Bacon, Joseph W. Hopkinson, Ruth B. Howard.
Harcourt Brace Jovanovich, Inc. 757 Third Avenue, New York 10017.

LATIN FOR AMERICANS, levels 1-3, grades 9-12. B.L. Ullman, Charles Henderson, Jr., Norman E. Henry and Albert I. Suskin.
MacMillan Publishing Co., 23 Orinda Way, Orinda, CA 94563.

USING LATIN, levels 1-3, grades 9-12. Authors not given.
Scott, Foresman and Company, 1900 East Lake Ave., Glenview, IL 60025.

RUSSIAN

A-LM, 2nd Ed., levels 1 and 2, grades 9-12. Marina Liapunov, Richard T. Burgi and Pierre Capretz.
Harcourt Brace Jovanovich, Inc. 757 Third Avenue, New York 10017.

SPANISH

NUEVA VISTA, level 1, grades 9-12. Ruth R. Ginsburg, Robert Nassi, Angela M. Heptner and Sheldon G. Sternburg.
VISTA HISPANICA, level 2, grades 9-12. See NUEVA VISTA.
MULTIVISTA CULTURAL, intermediate level, grades 10-12. Heptner & Sternburg
Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210.

A-LM, 2nd Ed., levels 1-4, Grades 7-12. Barbara Kaminar de Mujica, Guillermo Segreda, Robert P. Stockwell, James W. Harris, Pierre Capretz.
NUESTROS AMIGOS, level 1, grades 7-12. Manuel G, Sandoval, Guillermo L. Alfonso, Guillermo Segreda, Jorge García-Rodriguez, Marina Liapunov.
EL MUNDO DE LA JUVENTUD, level 2, grades 9-12. See NUESTROS AMIGOS.
Harcourt Brace Jovanovich, Inc. 757 Third Avenue, New York 10017.

SPANISH FOR MASTERY, levels 1 and 2, grades 7-12. Jean-Paul Valette and Rebecca Valette.
EL ESPANOL AL DIA, levels 1-3, grades 7-12. Laurel H. Turk, Edith M. Allen, Cesar A. Muños-Plaza, H. Francisco Argiz and Edgar M. Metzger.
D. C. Heath and Company, 125 Sorubg Street, Lexington, MA 02173.

SPANISH FOR COMMUNICATION, levels 1-3, grades 7-12. Bull, Briscoe, Dellaccio, Brown.
Houghton Mifflin, One Beacon St., Boston, MA 02107.

INVITACION AL ESPANOL: USTED Y YO, level 1, grades 9-12. Zenia Sacks Da Silva.
NUESTRO MUNDO, level 2, grades 10-12.
VUELO, level 3, grades 10-12.
MacMillan Publishing Co., inc., 23 Orinda Way, Orinda, CA 94563.

ESPANOL: COMENCEMOS, 2nd Ed., level 1, grades 7-8. Conrad J. Schmitt, Protase E. Woodford and Randall G. Marshall.
ESPANOL: SIGAMOS, 2nd Ed., level 2, grades 8-9. See COMENCEMOS.
ESPANOL: A DESCUBRIRLO, 4th Ed., level 1, grades 9-12. See COMENCEMOS.
ESPANOL: A SENTIRLO, 4th Ed., level 2, grades 9-12. See COMENCEMOS.
Webster Division, McGraw-Hill Book Co., 1221 Ave. of the Americas, New York 10020.

CHURROS Y CHOCOLATE, level 1, grades 7-12. Griffith, Briggs, Neale-Silva, Nicholas.
PLAZAS Y PAISAJES, level 2, grades 9-12. See CHURROS Y CHOCOLATE.
Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025.

Respondents who teach one of the more infrequently-taught languages sometimes listed the title of the book they use, but gave little other information. Catalogs that are readily accessible to us do not list those titles. However, we are including the information we have in the hope that it will be useful to our readers.

CHINESE

CHINESE FOR THE ELEMENTARY SCHOOL, Wong.
SPEAKING CHINESE, John de Francis.
MODERN CHINESE.
READ CHINESE.
SPEAK MANDARIN.
CHARACTER TEXT FOR BEGINNING CHINESE.

NORWEGIAN

SPOKEN NORWEGIAN, Holt, Rinehart and Winston.

JAPANESE

JAPANESE, Alfonso.
MODERN JAPANESE, Hau.
FIRST COURSE IN JAPANESE, Niwa.
LEARN JAPANESE, Matsumoto.